

St Nicholas and St Laurence CE Primary School



Inspire to Aspire
Life in all its fullness

Special Educational Need Information Report 2024 - 2025

This document will use abbreviations and acronyms. Please find a list of these on the final page of the document and listed below.

ADD – Attention Deficit Disorder ADHD – Attention Deficit Hyperactivity Disorder BESD – Behavioural, Emotional, Social Difficulties CAMHS – Child and Adolescent Mental Health Services CIN – Child in Need COP – Code of Practice DFE – Department for Education ELSA – Emotion Literacy Support Assistant EHC Plan – Education, Health Care Plan	HI – Hearing Impaired KS1/KS2 – Key Stage 1 or 2 (Years 1 and 2) (Years 3-6) LA – Local Authority MLD – Moderate Learning Difficulties MSI – Multi-Sensory Impairment OT – Occupational Therapist PD – Physical Disability PMLD – Profound and Multiple Learning Difficulties Provision Map – Document that shows the provision and support a child is receiving	PSHE – Personal, Social and Health Education SALT – Speech and Language Therapist SEN – Special Educational Needs SENDCo – Special Educational Needs Coordinator SEND – Special Educational Needs and Disabilities SENSS – Special Educational Needs Support Service SLD – Severe Learning Difficulties TAC – Team around the child TA – Teaching Assistant VI – Visual Impairment
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Here at St Nicholas and St Laurence Primary School, the following table denotes the percentage of children's main area of need:

<u>Primary Area of Need</u>	<u>% of children</u>
Physical/ Medical	10
Communication and Interaction	51
SEMH	9
Cognition and Learning	26

Special Educational Needs (SEN) at St Nicholas and St Laurence CE Primary School

At our school we have high aspirations for all children, whatever their ability or needs. We want all children to feel that they are a valued part of our school community. Through appropriate provision, we respect the fact that children:

- Have different educational, social, emotional and physical needs.
- Need different approaches to learning.
- Learn in different ways and progress at different rates.

We provide support across the four areas of need, as laid out in the SEN Code of Practice 2014:

- Communication and Interaction (speech and language, Autistic Spectrum)
- Cognition and Learning (Moderate and specific learning difficulties – dyslexia, dyspraxia.)
- Social, Emotional and Mental Health (ADHD, Attachment)
- Sensory, Medical and Physical needs (Hearing/vision/sensory impairment)

The Code of practice also states that *“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their needs may not be clear at the outset.”*

Identification and Assessment

We follow a graduated approach to assessing, identifying and providing for pupils with SEN. Our curriculum policies outline the range of assessments regularly used in school. If, despite interventions and adaptations to classroom provisions, a child is making significantly slower progress than that of their peers starting at the same baseline, or a child fails to match their previous rate of progress, they will be placed on the SEN register. This will follow discussions with parents/carers and appropriate school staff.

Pupils who are identified as having SEN can have their needs assessed through:

- Feedback from teaching staff, teaching assistants and observations.
- Information passed on from Early Years settings or previous schools.
- Assessment of reading/spelling, through programmes such as Lexia and Accelerated reading.
- Assessment, reports and reviews from external agencies such as an Education Psychologist, SENSS, Speech and Language, and Behaviour Support Services.



What if I am concerned as a parent?

Your child's class teacher is the initial point of contact for responding to parental concerns. The teacher will pass on concerns to our Special Educational Needs Coordinator (SENDCo), Miss Loader, but she can be contacted directly by phone. She will endeavour to make contact with you as soon as possible after your initial contact.

What is the SENDCO's role?

The SENDCO's role is primarily to:

- Co-ordinate all the support for children with SEND and develop the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school

- Liaise with all the other people who may be coming into school to help support your child's learning
- Update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are clear records of your child's progress and needs
- Provide support for teachers and support staff in the school, so that they can help children with SEND achieve the best progress possible

Provision – Impact

The SENDCO checks on the impact of support and interventions on a termly basis. The progress of children with SEN is discussed with individual staff members and is also a focus at Senior Leadership meetings. Actions are then planned for the following term. Class teachers also monitor impact using their class Provision Maps and individual Progress Plans for children who are on the SEN register.

Provision – Teaching

All children are provided with Quality First Teaching. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that all needs are met, through clear instruction, concise language, effective modelling and targeted small step teaching. All lessons offer challenge and support necessary for each child to learn. Specific resources and intervention strategies will be used to support children individually and in groups. Planning and teaching will be adapted on a daily basis, if needed, to meet individual needs.

Provision could include:

- Alternative ways of recording ideas (ICT, photos)
- Extra adult support in classrooms where appropriate.
- Time limited intervention programmes.
- Personalised provision through adapted resources.
- Advice from external agencies (coloured overlays, enlarged print, positioning in classroom)



Provision – Additional Support

Each class has a dedicated TA for morning sessions, where children are supported in the class. There will also be interventions to support learning, run by TAs and teachers. We also have TAs who lead specialist interventions across all classes.

Examples include:

- Emotional Literacy Support Assistant.
- Forest school.
- SENSS programmes.
- WellComm and other language interventions.
- Individual 'meet and greet' sessions.
- Occupational therapy programmes including physiotherapy.
- Speech and language programmes.

Where appropriate, resources and equipment are provided to assist children in accessing the curriculum.

Provision – Engaging in activities with others

All children are encouraged and able to attend events and trips, as well as activities in and out of school. In addition to the activities available as part of the school curriculum, there are a number of opportunities for all children, including those with SEND:

- Extra-curricular clubs e.g., football, dance, multi-skills and basketball
- Breakfast club (by invitation but this can also be paid for)
- After school club
- Residential trips and class day trips.
- Visitors to school e.g., Dance workshop, Theatre groups and Planetarium.



If you would like to discuss accessibility concerns, Miss Loader is available to talk. Every child will be accommodated to take part in all school related activities.

Provision – Social and Emotional development



We ensure that all children are supported socially and pastorally by staff members, who know the children well. The SCARF PSHE programme is delivered as part of the curriculum across the school. It provides a framework and ideas for developing social and emotional skills across subjects and outside the classroom. Classes are given time each week, through a 'circle time' to share their thoughts, worries and concerns. There is a well-established system of rewards to promote positive behaviour within the classrooms and good communication between home and school to follow up any incidents of unacceptable behaviour between pupils. We hold weekly celebration collective worships where these successes are shared. We are able to access support from our Chesil Family Partnership Zone to provide direct support for families. We are also able to support referrals to Dorset Child and Family Counselling Trust and MOSAIC. We promote and celebrate excellent attendance.

SENDCo Details

The SENDCo at our school is Miss Samantha Loader. She also teaches in the Year One class. The best time to contact her is on a Thursday or Friday. Please contact her through the school office, where Miss Loader will be able to get back to you at the earliest convenience.

Staff – expertise and training

Teaching and support staff take part in regular training in relation to children and young people with SEN.

Recent examples include:

- Precision teaching
- SENSS demonstration lessons
- ADHD awareness training
- Outreach from local special schools
- Supporting children with ASC and sensory needs
- Diabetes, Epilepsy and Epi Pen training
- Sensory needs and how to support within the classroom
- PIEC-D
- Signalong
- Supporting anxiety in the classroom

The SENDCo attends regular training to stay up-to-date with new developments and also provides in-house training on areas such as Smart Targets, Provision mapping and Progress plans.

Equipment and Facilities

Where necessary, equipment and resources for children with SEND are purchased, following advice from specialists. This happens through discussions with the specialists, parents and teachers.

Examples include:

- Specific computer programmes
- Books and games
- Writing slopes
- Wobble cushions
- Sensory equipment.

Our school's Accessibility Plan (available on the website) outlines adaptations that can be made to the building to meet particular needs, if they arise.

Parent Partnership

Although, we hold a parent evening each term to discuss the progress of all children, where targets and provision maps will be shared for review and creation together with the SENDCo and parents, teachers are available before and after school to discuss small concerns. The class teacher will feed this back to the SENDCo and a meeting can be arranged if needed.

During our termly progress meetings with the class teacher, SENDCo and yourselves, we discuss, review and set targets to support the needs of your child. Within these meetings, strategies and support will be discussed and activities to help at home will be recorded. This will form a SMART targeted progress plan.

If outside agencies are supporting your child, the SENDCo arranges meetings for parents where outside agencies are involved. Outside agencies can also call a TAC/TAF meeting if necessary.

Please get in contact if there are any concerns or questions. Initially, contact the class teacher. If necessary, the SENDCo can also meet to discuss any concerns or to celebrate success.

Pupil Voice

As part of the process of writing Individual Progress Plans, class teachers and TAs discuss successes and targets with the children. They talk about what they think they are good at and also how they think they can improve. These Progress Plans are reviewed each term in Progress meetings.

At times, it might also be appropriate to use a document called a '1-page profile' to create a clear picture of each child as a learner. This document will be created in partnership with parents, staff and children to ensure that it meets the needs of the child.



We might also use a 'Pupil Voice' questionnaire to find out more about an individual child to support the next steps in provision for your child.

Complaints

It is in everyone's interests for complaints to be resolved as quickly and at as a low level as possible. Our complaint procedure can be found on the school website or through the school office. If you have a complaint, please first talk to your child's teacher. If you feel it is still unresolved, please speak to the SENDCo and then the Head Teacher. If the matter remains unresolved, please contact our Chair of Governors – Mr Anthony Moore through the school office.

Additional Support

External support services play an important part in helping the school identify, assess and make provision for pupils with SEN. The school is supported by an Educational Psychologist; SENSS; Speech and Language service; Outreach and Behaviour Support, to name a few.

The school maintains links with Child Health services, Social Care and Welfare services to ensure that all relevant information is considered when making provision for our children with SEN.

Our School Nurse offers a referral scheme and this information is available on the school website.

Our link Early Help worker also offers 'Drop In' sessions

Support Services

These are some of the support services available for parents of pupils with SEN:

- SENDCo: Miss Samantha Loader (contact through school office)
- Pupil Premium Lead: Miss Samantha Loader (contact through school office)
- School Nurse: (contact through school office/ via the link fi the website)
- Early Help Drop In: Amie Bruton (Link Worker) Contact through the school office
- Dorset SENDIASS (SEND information, advice and support service): Rebecca Maslen (Rebecca.Maslen@dorsetcouncil.gov.uk)
- Dorset Parent Carer Council (dorsetparentcarercouncil.co.uk)

Moving between schools

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining our school:

- We encourage parents and children to visit the school and meet staff who will be working with them.
- A member of staff will either show the child and parents around school or be available to answer any questions.

If your child is moving to another school:

- We will contact/be contacted by the school SENCO to ensure they know about any special arrangements or support that will need to be put in place.
- We will pass on any records about your child as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher.
- Your child will have transition visits to meet the class teacher/TA and become familiar with their new classroom.

Pre-School Transition:

- We have a flexible transition programme in place for the move from local pre-schools with regular visits to the school and staff also visit the pre-school setting.

Secondary Transition:

- The teacher and SENDCo will discuss the specific needs of your child with staff from the secondary school.

Enhanced transition programmes can be arranged to meet individual needs for children joining us from pre-schools and for those moving to secondary settings. We can also develop links with staff offering pastoral support at secondary for those children needing support.



Local Authority Information

This SEN Information report outlines our offer of support for pupils with SEND.

This forms part of Dorset's Local Offer which can be found here www.dorsetforyou.gov.uk/local-offer

More information can be found on the Family Information Directory via www.dorsetforyou.gov.uk/fis/search

Where can you find more support?

Below are some websites and charities which offer advice and support for families and professionals.





Abbreviations

Sometimes we use abbreviations which can lead to confusion for all of us!

Here are some of the most useful SEN terms:

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

BESD – Behavioural, Emotional, Social Difficulties

CAMHS – Child and Adolescent Mental Health Services

CIN – Child in Need

COP – Code of Practice

DFE – Department for Education

ELSA – Emotion Literacy Support Assistant

EHC Plan – Education, Health Care Plan

HI – Hearing Impaired

KS1/KS2 – Key Stage 1 or 2 (Years 1 and 2) (Years 3-6)

LA – Local Authority

MLD – Moderate Learning Difficulties

MSI – Multi-Sensory Impairment

OT – Occupational Therapist

PD – Physical Disability

PMLD – Profound and Multiple Learning Difficulties

Provision Map – Document that shows the provision and support a child is receiving

PSHE – Personal, Social and Health Education

SALT – Speech and Language Therapist

SEN – Special Educational Needs

SENDCo – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

SENSS – Special Educational Needs Support Service

SLD – Severe Learning Difficulties

TAC – Team around the child

TA – Teaching Assistant

VI – Visual Impairment